



# ROBERT MELLORS PRIMARY ACADEMY

## Anti-Bullying Policy

### Statement of Intent

Here at Robert Mellors Primary Academy, we do not tolerate bullying, and any incidents that arise are dealt with immediately and sensitively, following the school's Behaviour Policy.

We aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would also want parents and carers to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

### Roles and Responsibilities

The Anti-bullying Co-ordinators are Katie Heathcote and Carla King and they have overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies.

Responsibilities are for:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and co-ordinating training and support for staff and parents/carers where appropriate
- Co-ordinating strategies for preventing bullying behaviour.

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is Marje Paling.

This policy **aims** to:-

- Ensure all governors, teachers and non-teaching staff have an understanding of bullying and the different types of bullying.
- Ensure that all governors, teachers and non-teaching staff know what the academy's policy is on bullying and should follow it when bullying is reported.
- Ensure that all students and parents should know what the academy's policy is on bullying and what they should do if bullying occurs.
- Assure students and parents that the academy will not tolerate bullying and that they will be supported when bullying is reported.

### Policy Development

This policy was formulated in consultation with the whole school community with input from:

- Members of staff - through regular agenda items at staff meetings, consultation documents, surveys.
- Governors - discussions at governors meetings, training.
- Parents/carers - parents will be encouraged to contribute by taking part in written consultations, parent meetings, parent focus groups producing a shorter parents' guide



- Children and young people - pupils contribute to the development of the policy through the school council, circle time discussions etc. The school council will develop a Student friendly version to be displayed within school.
- Other partners such as; extended schools, visiting external providers in school and external providers off site, representatives from the local community, police etc.

This policy is available:

- Online at [www.robertmellors.notts.sch.uk](http://www.robertmellors.notts.sch.uk)
- From the school office
- Child friendly versions are on display, in welcome packs for new pupils
- A shorter version is available for all parents.

## **A Definition of Bullying**

It is imperative that all involved in the life of the school are aware of the key facts regarding the term 'bullying'. We would expect pupils to act safely and feel safe in school and that they feel confident to seek support from school should they feel unsafe.

Bullying is deliberate hurtful behaviour. It is the repetitive, often over a period of time and involves intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

**At Robert Mellors Primary Academy, we present the following working definition for use with children:-**

Bullying is when a pupil (or pupils) is **picked on repeatedly** for example:

- through being kicked, hit or being hurt in some way
- when another pupil or group of pupils repeatedly say unkind, spiteful or hurtful things
- when a pupil or group of pupils do not let someone join in with their group and tell other people to ignore them too
- when unkind messages/rumours are spread for instance by text or through a social networking sites.

If two pupils of equal power or strength have an occasional fight or quarrel, this is **NOT** bullying, though it is of course unacceptable behaviour, and will be dealt with appropriately according to the **Behaviour Policy**.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

On a rare occasion an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyber-bullying. If the victim might be in danger then intervention is urgently required.

## **What does bullying look like?**

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings



- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

#### Specific types of bullying include:

Some groups are more likely to experience bullying than others. Under the Equality Act 2010 it is against the law to discriminate against anyone because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of belief
- sex
- sexual orientation

These are known as the 'protected characteristics'.

The Equality Act 2010 includes some vulnerable groups:

- children with special education needs or disabilities
- children who are perceived to be LGBT
- race and faith minority groups
- those who experience sexist/ sexual bullying.

Other bullying towards vulnerable groups include:

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

#### Homophobic bullying and using homophobic language

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGB. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay.

Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

#### Where does bullying take place?

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups.

Bullying is not confined to the school premises. Advice for school leaders to help with this problem and its effects on children acknowledges that it may also persist outside school, in the local community, on the journey to and from school and may continue into Further Education.



## Cyber-bullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Cyberbullying can take many forms and bullying online can often start in of school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyber-bullying occur outside school we will offer support and guidance to parents and their children who experience online bullying and will treat Cyber-bullying the same way as any other forms of bullying.

Cyber Bullying can include:

- hacking into someone's accounts/sites
- posting prejudice / hate messages
- impersonating someone online
- public posting of images
- exclusion
- threats and manipulation
- stalking

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

## **Guidelines for Dealing with the Issue of Bullying at Robert Mellors**

### **Procedures for Dealing with Bullying**

Bullying is always taken seriously, investigated and dealt with in the context that such behaviour is unacceptable and will not be tolerated.

- Incidents or reports are followed up immediately by talking to all witnesses or parties involved and appropriate action put in place. This may initially be through reward charts, circle time support, monitoring of behaviour and use of sanctions.
- Views of pupils involved are listened to in private.
- Incidents are initially dealt with by the class teacher.
- Support for the victim; such as being given strategies, a friendship group to play with, staff keeping a close watch.
- All staff in school are informed of the bullying and involved in monitoring and dealing with it.
- If action is unsuccessful and a pattern of behaviour is developing the Deputy Head Teacher or Head Teacher will become involved.
- Parents will be informed and involved in agreeing supporting follow up action. Parents to be kept updated with developments.
- Outside agencies will be involved where appropriate.
- Where bullying is clearly proven, incidents are recorded and monitored by the class teacher, Head Teacher and Governors.
- In persistent situations a pupil may face exclusion for bullying behaviour

### **Sanctions**

Whilst discussion, problem solving activities and peer group approaches might solve the problem, sanctions should also be used to clearly state to the school community that bullying is unacceptable.

These may include:



- Interruption of break or lunchtime privileges.
- Rewards and privileges will be withdrawn if agreed targets for behaviour are not met.
- Written apologies.
- Carrying out a useful task for others – community service.
- Isolation from peer group.
- Informing parents and working with parents.
- Internal exclusion.

Alongside this we also try to help the bully achieve success in behaviour targets set to encourage and reinforce positive patterns of behaviour.

## **Exclusions**

Exclusion will be used in exceptional circumstances and Governors are involved.

## **Who will be supported?**

### **The Victim**

The victim needs:

- To know his / her rights.
- No one can impose their views on them.
- No one can touch them without their consent.
- To stand up for him/herself –saying no, and being assertive.
- To tell somebody they know they can trust and who will listen.
- To know that they can stop the bullying by their own actions.
- To see fairness in the way the situation is treated (important).
- To feel secure.
- To be aware of and helped to understand what has happened, so that they can avoid repetitions.
- To discharge pent up feelings.
- To know that they will be safe if they tell.
- To feel assertive, confident, right.
- To understand how they can stop it and that it is the bully's problem not theirs.

### **The Bully**

The bully needs:

- To know what he/she has done wrong and the consequences of their behaviour.
- To know that his/her behaviour is socially unacceptable and why it is.
- To know and appreciate the feelings of the peer group, victim, teacher, society at large (to see the event from their view) towards their behaviour (not the whole child).
- To acknowledge what is acceptable – the boundaries.
- To make amends for his/her actions.
- To give reasons i.e. explain the way they have behaved – what did they hope to gain?
- To know that both sides are dealt with fairly – each being given equal voice in retelling their version of the event.
- That they have got a problem but support will be given.
- To consider strategies to control their actions.
- To look at the positive side of self and victim.
- To experience alternative ways of behaving – positive ways of receiving attention.

### **Staff**

Staff need:

- To know the when, where, why, what and who of the bullying taking place.
- To know the frequency of bullying.



- To know how to respond to the parties involved
- To know where support lies within the school and for it to be consistent.
- To feel supported.
- To have given time to deal with the incident.
- To inform other members of staff.
- To understand possible reasons for bullying.
- To be aware that bullying happens “underground” and indicators could be changes in behaviour.
- To have patience, self-control, concern, real listening skills and concerned manner.
- To help the victim to help himself/herself – assertiveness; changing aspects of self-image, physical image

### **Other Children**

Other children need:

- To know that bullying is wrong and will not be tolerated.
- To know how a case of bullying has been dealt with so that they know help is there for them when they/if they need it.
- To know what to do if they witness bullying or if they are being bullied.
- To have skills to deal with avoiding conflict.
- To empathise with situation of bullying.
- To see the situation dealt with fairly.
- To put their points of view forward.
- To know that there is safety in numbers.
- To practice being strong in front of a bully and what you might say to them.
- To know that hitting back does not help.
- To work towards accepting both bully and victim back into the group.

### **Parents**

The parent needs:

- To share concerns and watch for signs/changes in behaviour – not wanting to go to school, minor illnesses, headaches, avoiding friends, bruises, torn clothing, disappearing possessions.
- To listen to what their child says – and to ask about their involvement, to understand the problem and know what steps have already taken place.
- To know that hitting back is not the best way to deal with the situation.
- To help their child to deal with the problem.
- To feel comfortable in school.
- To be invited into school – both sets – to discuss how to solve the problem.
- To know what is acceptable and that the school will not accept tolerate bullying.
- To understand the position of other parents.
- To be sensitive – if child needs escorting home/to school – meet them near school not at the school gate.
- To understand the problem and know the steps that has gone before.
- To know that working together as a team in the same way the problem can be solved.
- To try not to be too anxious or over protective.

### **Strategies for Preventing Bullying**

As part of our on-going commitment to the safety and welfare of our pupils we use the following strategies to promote positive behaviour and to discourage bullying behaviour:

- Involvement in SEAL including the Anti-bullying Unit.
- Cooperative group work.
- Involvement in Healthy Schools.
- Anti-Bullying week annually in November.
- PSH /citizenship curriculum.
- Specific curriculum input on areas of concern such as Cyber-bullying and internet safety.
- Student Voice – pupil questionnaires.
- Parent groups – Anti-bullying workshops.



- Peer mentoring scheme.
- Playground Buddying -“playground Peacemakers”.
- Parent information booklet.
- Staff training and development for all staff.
- Counselling support.

## **Reporting and Monitoring Bullying**

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people), this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

### **Reporting:**

Where bullying is clearly proven, a record should be made by the person who dealt with the incident. The record should report the following:

- The date of the incident.
- The victim.
- The perpetrators.
- The nature of the incident.
- Action taken.
- Outcome of action taken.

The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors as part of the annual report.

The policy will be reviewed and updated annually.

An example reporting form is attached to the back of this policy.

## **Links with other policies**

- Equal Opportunities.
- PSHE & Citizenship.
- Making Positive Choices Behaviour Policy.
- Equality Policy.
- SEN Policy.
- Home School Agreement.
- Health and Safety Policy.
- Drugs and Sex Education.
- Child Protection & Safeguarding Policy.
- Acceptable Use & E-Safety Policy

## **Useful Organisations**

- Anti-Bullying Alliance (ABA) [www.anti-bullying.org](http://www.anti-bullying.org)
- KIDSCAPE Parents Helpline 0845 345 4345
- NSPCC [www.nspcc.org.uk](http://www.nspcc.org.uk)
- ChildLine [www.childline.org.uk](http://www.childline.org.uk)



**ROBERT MELLORS PRIMARY ACADEMY**

**BEHAVIOUR LOG**

**NAME OF CHILD:**

**YEAR:**

**DATE:**

**TIME:**

**LOCATION:**

**NAME OF STAFF INVOLVED OR WITNESSES:**

**DETAILS OF OTHER PUPILS INVOLVED:**

**DESCRIPTION OF INCIDENT:**

**WHAT WAS DONE:**

**DETAILS OF ANY INJURIES SUSTAINED:**

**FOLLOW UP ACTION:**

**TICK IF ANY OF THESE APPLY. WAS THE INCIDENT LINKED TO AN ALLEGATION OR PREJUDICE?**

BULLYING

RACE

HOMOPHOBIC

FAITH/BELIEF

DISABILITY

AGE

GENDER

GENDER REASSIGNMENT

OTHER:



**PARENTS INFORMED:**

**ANY COMPLAINTS LOGGED?**

**NAMES, SIGNATURE & DATE:**

**FORM COPIED TO:**

**Head teacher**

**Class Teacher**

**Other relevant staff**